

Weekly Overview of Learning

Year Group: 2 Week beginning: 30.10.23

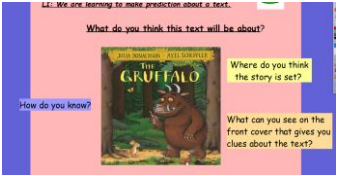
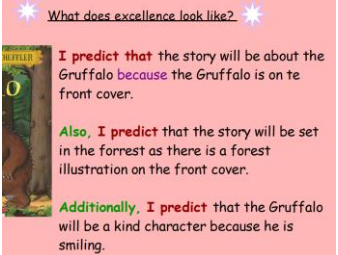

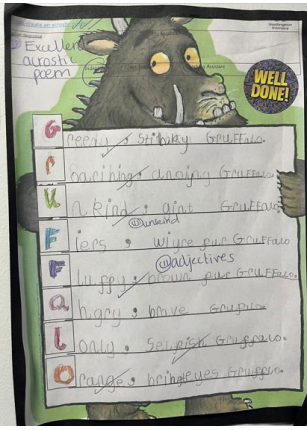

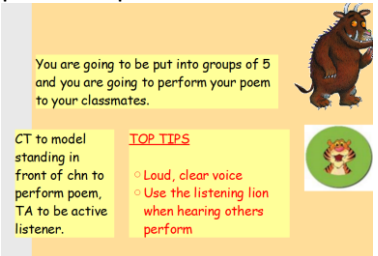
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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to make predictions about a text</u>	<u>LI: We are learning to construct an acrostic poem.</u>	<u>LI: We are learning to compose our own acrostic poems.</u>	<u>LI: We are learning to answer questions about a text.</u>	<u>LI: We are learning to perform our poems.</u>
Speaking and Listening Focus	We are learning to answer questions using full and clear sentences.	We are learning to suggest words and phrases appropriate to a topic.	We are learning to use vocabulary to add detail.	We are learning to attempt to follow instructions before seeking help.	We are learning to speak clearly. We are learning to listen actively and respond appropriately.
Key vocabulary and Key Blooms higher order thinking questions	Key vocabulary: Characters Setting Gruffalo Author Key questions: What will the story be about? How do you know? Have you heard of the author before?	Key vocabulary: Poem Adjectives Expanded noun phrases Acrostic Nouns Describing words Key questions: What is an acrostic poem? What adjectives are appropriate to use to describe the Gruffalo?	Key vocabulary: Poem Adjectives Expanded noun phrases Acrostic Nouns Describing words Presentation Key questions: What adjectives start with the right letters?	Key vocabulary: Retrieval Comprehension Text Full sentences Key questions: How can we find the information we need in the text? How can we answer the question using full sentences?	Key vocabulary: Loud voice Clear voice Speed Accuracy Audience Active listening Key questions: What is a clear voice? How can I use expressions in my voice?

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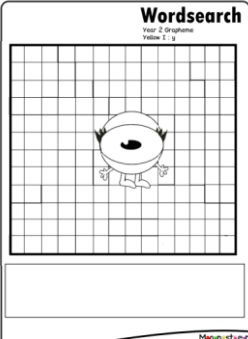
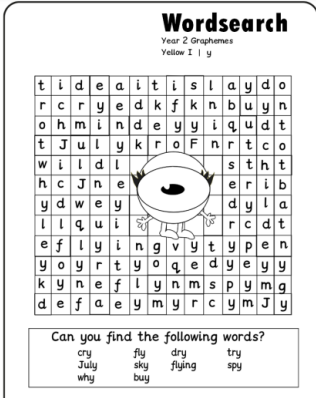







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<p>Activities</p>	 <p>This week, we will be starting our new book 'The Gruffalo' by Julia Donaldson. The lesson will begin by discuss what a prediction is and how we can make predictions.</p>  <p>The children will look at the front cover. What will the story be about? How do you know? Have you heard of the author before? Children to write their own prediction.</p>	<p>In this lesson, children are going to plan what expanded noun phrases they could use to describe the Gruffalo.</p> <p>We are first going to look at an image of the Gruffalo and identify what nouns we can see (fur, teeth, spikes).</p> <p>We are then doing to discuss how we can describe the nouns that we can see using different adjectives for example, purple prickles.</p>  <p>We will then use these nouns and adjectives in expanded noun phrases to describe the Gruffalo.</p>	<p>Today, we will be using the expanded noun phrases that we collected yesterday to describe the Gruffalo in our own acrostic poems.</p> <p>We will begin by discussing what an acrostic poem is. We will then discuss what adjectives we can use to match the letters of the 'Gruffalo'.</p>  <p>Finally, the children will write their own poem in their best writing.</p>	<p>In this lesson, we will be children will be recapping what 'retrieval' and 'comprehension' are.</p>  <p>The children will then be reading sections of 'The Gruffalo' story and answer questions based on the text, for example 'Why did the fox run away?'</p>	<p>In the lesson, we will be performing our poems to the class.</p> <p>We will discuss key performance skills such as, using a clear voice, volume, pace and pitch.</p>  <p>We will also discuss what makes a good listener.</p> <p>The children will then perform their poems.</p>
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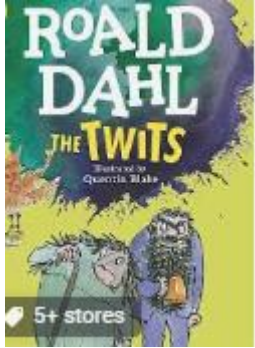
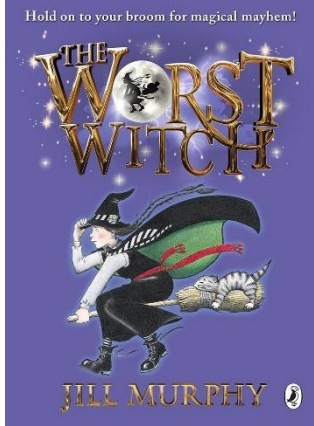
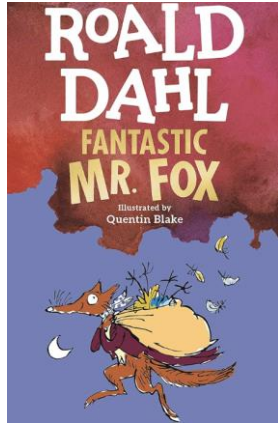
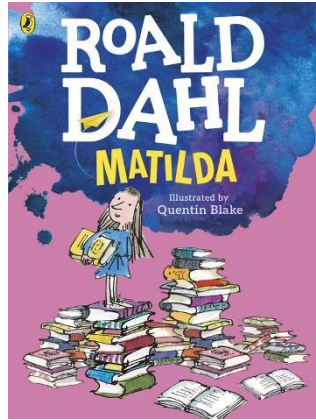
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> <p>More Than One Phonics</p> <p>Term 2 – week 1</p>	<p>In this lesson, the children will be focusing on the 'y' sound.</p> <ol style="list-style-type: none"> 1. Use the PowerPoint. Meet Baby I. Look at the position of y in the word. Use the 'ing' buttons, the More Than One Machine, Changer Machine (for third person) and Time Machine. 2. Watch the video 'Why Cry Lullaby'. Can the children remember all of the y words in the song?  <ol style="list-style-type: none"> 3. The children will then create their own 'y' word search. 	<p>In this lesson, the children will recap the 'y' sound.</p>  <p>The children will recap the y grapheme by playing the PowerPoint 'Who Wants to be a Millionaire?'</p> <ol style="list-style-type: none"> 2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory. 3. The children will then do their 'y' word search. 	<p>Today, we are looking at the 'al' sound tricky witch.</p> <ol style="list-style-type: none"> 1. We are going to use the PowerPoint to introduce the al (or) grapheme. Look at how easy it is to add suffixes ed and ing.  <ol style="list-style-type: none"> 2. Watch the video 'I am the Tallest', sung by a band made up of identical triplets called The All Paints. Ask the class to make the Tricky Witch (wave a pretend magic wand) action every time they hear an al word. Can the children remember all of the al words in the song? 	    <p>In this lesson, the children will recap the 'al' sound.</p> <p>Children will play a flashcard game to play.</p> <p>Look at the two-word families:</p> <ul style="list-style-type: none"> – all – alk 	  <p>In this lesson, the children will be looking at CEW.</p> <p>They will focus on grass class pass.</p> <ol style="list-style-type: none"> 2. Choose one of these 2 activities <p>-Children create their own flashcards using colourful media to display in the classroom.</p>

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			3. The children will then create their own 'al' sound'.	
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen Class – The Twits</p> 	<p>Chestnut Class- The Worst Witch</p> 	<p>Pine Class - Title - Fantastic Mr. Fox</p> 	<p>Sycamore- Matilda</p> 

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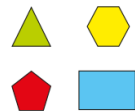
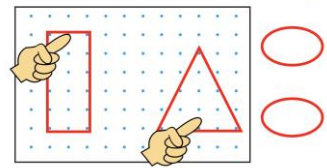
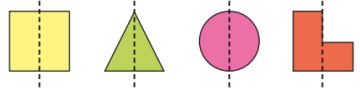
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to recall properties of 2D and 3D shapes.</u></p>	<p><u>LI: we are learning to explore and count sides on 2D shapes.</u></p>	<p><u>LI: we are learning to investigate and Count vertices on 2-D shapes.</u></p>	<p><u>LI: we are learning to make and draw 2D shapes with accuracy.</u></p>	<p><u>LI: we are learning to understand vertical lines of symmetry.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> shapes 2D 3D properties</p> <p><u>Key Questions:</u> What is the difference between a 2-D and a 3-D shape? • What is the name of this shape? How do you know? • What 2-D shapes can you see on this 3-D shape? • How do you know that this shape is a ?</p>	<p><u>Key Vocabulary:</u> shapes 2D 3D properties sides</p> <p><u>Key Questions:</u> • What is a side? • How can you count the sides of a shape accurately? • How many sides does a have? • Does a shape with sides always look the same? Can you think of some examples? • What is the name of a shape with sides? • How many triangles/squares/pentagons can you make with 15 lolly sticks?</p>	<p><u>Key Vocabulary:</u> shapes 2D 3D properties sides vertices</p> <p><u>Key Questions:</u> What is a vertex? • How can you count the vertices of a shape accurately? • How many vertices does a have? • Does a shape with vertices always look the same? Can you think of some examples? • What is the name of a shape with vertices? • How many sides does this shape have? How many vertices does it have? • What do you notice?</p>	<p><u>Key Vocabulary:</u> shapes 2D 3D properties sides vertices polygon</p> <p><u>Key Questions:</u> How can you make the 2-D shape using straws and modelling clay? • How can you change your shape to a different one? • How can you accurately draw a ? • How do you know you have drawn a ? • Is there more than one way to draw a ? • Can you draw a polygon without a ruler? Why/why not?</p>	<p><u>Key Vocabulary:</u> shapes 2D 3D properties sides polygon lines of symmetry symmetrical</p> <p><u>Key Questions:</u> What does "symmetrical" mean? • How do you know if a shape is symmetrical? • How can you use a mirror to help you? • Is the shape the same on both sides? • How do you know that this shape does/does not have a vertical line of symmetry? • How can you be accurate when you are drawing a vertical line of symmetry?</p>

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<p>Activities</p>	<p>Children begin this block by recapping their understanding of shape from Year 1 Before learning about the properties of shapes, children need to recognise and name both 2-D and 3-D shapes and differentiate between them. They should begin to understand that 2-D shapes are flat and that the manipulatives they handle in class are representations of the shapes. Children should be able to recognise both standard and nonstandard representations of 2-D and 3-D shapes. For example, they should notice that there is no such thing as an 'upside down triangle'; instead, it is just a triangle in a different orientation.</p> <p>Here are some shapes.</p>  <p>Which of the shapes are 2-D? Which of the shapes are 3-D? Can you find any other 2-D and 3-D shapes in your classroom?</p>	<p>Children explore in more detail the properties of 2-D shapes, starting by counting the number of sides. Children need to know that the sides of a shape are the straight lines that form its outline. They should have experience of feeling models of the shapes and running their fingers along each side as they count.</p> <p>Complete the sentences.</p>  <p>The triangle has _____ sides. The rectangle has _____ sides. The pentagon has _____ sides. The _____ has _____ sides.</p>	<p>Children count vertices on 2-D shapes. This is the first time that children have encountered the terms "vertex" and "vertices". They should understand that a vertex is formed where two sides meet, and "vertices" is used when referring to more than one vertex. Children may already know these as being a corner or corners, but should be encouraged to use the correct terminology from this point on. Children should notice that a shape has the same number of sides as it has vertices. As with the previous step, children should be able to feel the shape when counting the vertices and be taught efficient strategies for counting. Children count vertices of standard and non-standard versions of shapes and use this to identify and name shapes.</p>	<p>In this small step, children use their knowledge of the properties of shapes to accurately draw 2-D shapes. Children begin by using straws and modelling clay to explore how to make shapes before using dotted and squared paper to draw them using a pencil and ruler. When making shapes, children should be encouraged to consider what the straws represent (sides) and what the modelling clay represents (vertices).</p> <p>Use a geoboard and elastic bands to make 2-D shapes.</p>  <p>What other shapes could you make?</p>	<p>In this small step, children are introduced to the concept of vertical lines of symmetry. Show children symmetrical pictures and ask them to think about what "symmetrical" means. They could identify that a shape is symmetrical when both sides are the same. Give them shapes that they can cut out and fold to identify the shapes that have a vertical line of symmetry. After this, they look at shapes with a mirror line drawn to help identify whether a shape has a vertical line of symmetry. They could then draw their own mirror line or use mirrors to identify shapes with a vertical line of symmetry.</p> <p>Which shapes have a vertical line of symmetry?</p>  <p>How do you know if a shape has a vertical line of symmetry?</p>
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			<p>Which shapes have 7 vertices?</p>  <p>How did you count the vertices?</p>		
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Music – Sing Up

LI: We are learning to Watch and listen to their surroundings, paying particular attention to birdsong.

LI: We are learning to create a short musical motifs using voices and body percussion.

Listening out for the birds

- Can you be completely silent for one minute and listen very carefully?
- Can you pay attention to all the sounds you hear?
- What did you hear?
- Listen again and pay extra attention to any birds that you can hear. How many birds did you hear?

Listen for birdsong patterns



Listen to the bird songs video


Each bird has its own song. Each song is made up of small patterns of sounds repeated over and over.

RE – Widening Horizons

LI – We are learning to understand that many Gods are worshipped in Hinduism.

Brahma

Brahma is the god (deva) of creation.



He has four arms and four faces, looking in the four directions.

Each of his four heads is believed to be responsible for one of the four Vedas (sacred Hindu texts).




Brahma is not worshipped as much as the other gods, as it is believed his role as creator is over.

His wife is Saraswati – the goddess of Knowledge.

Look at the information about the different gods – Children to use the images to label each god and write one fact.

Wednesday 1st November

LI: We are learning to understand that many Gods are worshipped in Hinduism.

Saraswati	Lakshmi	Shakti
		
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PE – Get Set 4 PE

L1 Team building

LI: We are learning to follow instructions and work with others.

Success Criteria

- Listen to or read carefully the instructions, think about the information before completing the actions.
- Make a plan before beginning.

Skill Development

Captain's on the deck:

Tell pupils in this game they need to use their listening skills to follow the instructions. If they are unsure they can watch others to confirm the instructions. Pupils jog around the space responding to the following instructions:

- forwards
Look for space to move into, change direction when you come close to another pupil.
- backwards
Look over your shoulder. Lift your knees high so that you do not trip over.
- sideways
Use side steps to travel, changing your leading leg every few steps.

introduce the commands:

- Scrub the deck: on your knees pretending to scrub.
- Climb the rigging: pretend to climb a ladder.
- Submarine: lie on your back with one leg in the air.
- Row the boat: sit opposite a partner and pretend to row. Find a new partner each time.

Q: What helped you to follow the instructions correctly? Listening carefully, maybe playing the game without speaking so that they could hear the instructions.

L1 Target Games

LI: We are learning to know how much power to apply when hitting a target.

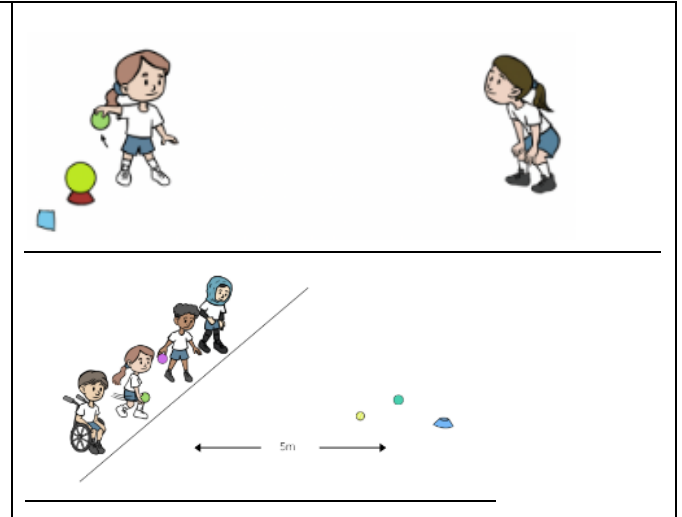
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Make up a body percussion sound or pattern. A sound might be rubbing your hands together; a pattern might be 'clap-clap-tap knees'.

Everyone should invent their own signature sound. This is your own unique 'birdsong'. Some of you will be the 'pointer'. This person is called the conductor.



Art – Kapow

PSHE - Jigsaw

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LI: We are learning to create texture using paint.

This week children will be learning the definition of texture and what adjectives we can use to describe the appearance and texture of natural objects. Children will pick a photo of natural objects and use their knowledge of primary and secondary colours to create the picture's texture.



LI- We are starting to understand that sometimes people make assumptions about boys and girls (stereotypes).

What is a stereotype?

Read these statements: do you agree or disagree?

Boys and Girls

All boys enjoy playing football

All girls like drawing horses

Most girls prefer the colour pink to any other colour

Only boys enjoy computer games

Most girls dislike football

Boys prefer Lego to making jewellery

Boys tend to have short hair

Girls tend to have long hair

Girls prefer cooking to playing football

Match the description to the child!

I am six years old, I have a sister who is younger than me, I love painting and cooking and I hate maths.

I am six years old, I have five brothers and sisters. My favourite colour is purple and I enjoy dressing up.

My name is Ashleigh, I have a pet dog who I love and my favourite hobby is football.

My name is Jamie, I moved to the UK when I was 2 years old. I have lots of friends now and my favourite colour is yellow.



Keywords:
Assumptions
Stereotypes

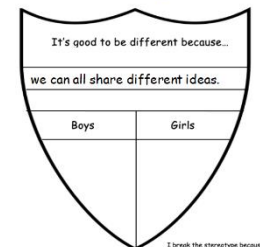
Discuss and then complete shield – why is it good to be different?

Your task:

Jigsaw Journal
It's an activity to understand that sometimes people make assumptions about boys and girls, and ourselves.

Puzzle: Celebrating Difference

Piece 1 2 3 4 5 6



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Science - Wellington Curriculum

Topic (History) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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LI: We are learning to describe a range of habitats and what resources they provide.

First, we will be brainstorming and identifying what we already know about our new topic animal survival. Next, we are going to recap our prior knowledge of habitats. We will be reading and discussing a presentation on habitats and answering questions about them and what animals we can identify.

Week commencing 30th October 2023
 LI: We are learning to identify what we already know about animal survival.

What do you already know about animal survival?

Animal Survival

What question would you like to ask about animal survival?

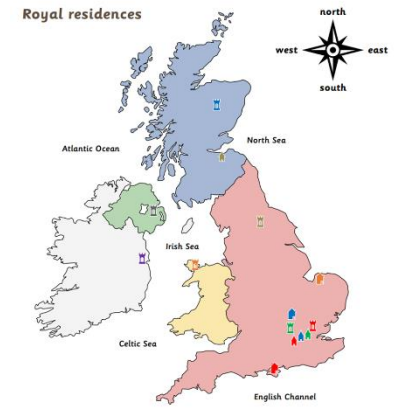
Week commencing 30th October 2023
 LI: We are learning to describe a range of habitats and what resources they provide.

Habitats

1. What is a habitat?
2. What are some non-living parts of a habitat?
3. What are the living parts of a habitat?
4. What **two** things provided by a habitat's living and non-living parts do plants and animals need to survive? Use the first letters to help you remember.

6. What are the names of these **two** habitats?
8. Write **two** more sentences to describe the living and non-living things deer need on a forest habitat? One has been done for you. Clean air to breathe.
7. Write **two** more sentences to describe the living and non-living things other trees need in a garden habitat? One has been done for you. Clean air to breathe.

LI: we are learning to explain why royal residences are significant.



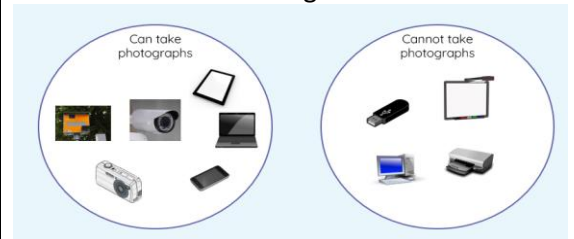
Look at the locations of the royal residences on the map. Where is Hampton Court? Look at the reasons why Hampton Court is significant. Children to write the reasons using a word bank to help.



LI: We are learning to examine royal portraits.
 Children to look at a range of portraits of royals. Answer the questions linked to each royal.

L1: Digital photography
LI: We are learning to use a digital device to take a photograph.


In today's lesson children will identify which devices can and cannot take photographs. Then, they will use Ipads and work with their partner to take images of different objects, such as a close up of an object. They will then share their images with a class.



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	<p>Monday 30th October L1: We are learning to examine and investigate royal portraits.</p>  <p>Who is this portrait of? _____ _____ _____</p> <p>List 3 items she is wearing: 1. _____ 2. _____ 3. _____</p> <p>Where do you think this portrait was painted? Why? _____ _____ _____</p> <p>What is in the background of the portrait? _____ _____</p>	
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Homework

Homework is set on a **Thursday** and due back on a **Monday** and is set in the orange homework book.

Reading and spelling.

Maths

Topic/Other foundation subjects including writing
REMINDERS – trips/events/items to bring in

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Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every **Monday**.

Your teacher will check, mark and sign your work once a week.

Try and login to **Bug Club** and **Reading Eggs**.



Spellings

Please make sure your child's spelling book is in their book bag on their spelling test day.



Doodle Maths – Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most.

Work to reach your target – are you in the **green** zone yet?

*We are excited to create more outdoor **music** spaces within the school!*

If you have any unwanted pots, pans, wooden spoons, water bottles and dried rice that you are able to donate, please give them to your child's class teacher.

Thank you!